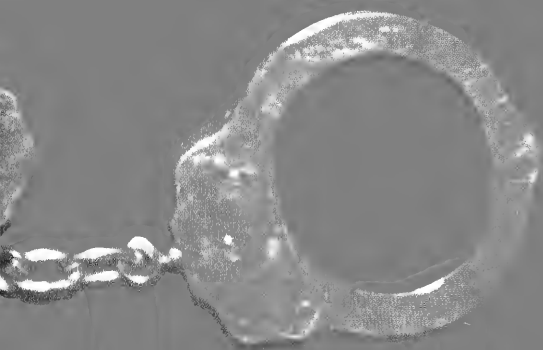


june 1970 halcyon



LOVE. . . . Let It Happen!



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## halcyon

Editor-in-chief *Chris Pancratz*  
 Managing Editor *Bob Yadon*  
 Layout Editor *Georgia Fink*  
 Assistant Editor *O. Keith Wanke*  
 Faculty Advisor *Craig Stewart*

Staff Artist *Kate Tangney*  
 Circulation Manager *Jerry Smith*

Staff Writers *Lynette Berry, Michael Copeland,  
 Marty Lyons, Eileen Burns*  
 Layout *Sandy Kinnune, Linda Stewart*  
 Staff Photographers *Stu Levin, Gary Yaffe,  
 Larry Blaschke, Tim Bradley*  
 Research *Kent Anderson, Chris Stanczak,  
 Joyce Eiser*  
 Photo Consultant *Ray White*  
 Cartoons *Onan, Dann Willis*  
 Cover Photo *Stewart Levin*

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Opinions expressed in this magazine and the contents are those of the authors and/or the editors and are not necessarily those of Harper College, its administration, student government, student body, or printer.

In this issue, our last for this year, we've stopped and taken time to evaluate our first year's existence. Not only are we one of the first, if not the first, magazine of our kind in a community college, but certainly one of the first to be totally student controlled and financed.

Although we haven't had the mail pour in on our second issue like it did on the first, we feel that the cover alone caused enough people to sit up and take notice. Again, we feel we have a success on our hands.

Although many new ideas will undoubtedly control the future of *Halcyon*, we feel we've paved the way for future Harper students. Throughout this year, it has been our intention to bring you a magazine that would not stop at surface news, but dig deep into new issues to bring the "whole" story to light. Trying to fill the pages with interesting student news for you has been a task—but an enjoyable one.

Continuing our total commitment to you the student, this issue concerns itself with the problems of our Campus Safety Department.

Rather than an attempt to discredit a worthy department, we seek to present you with the facts as we found them and let you be the judge. By investigating different departments on campus we hope to constantly remind our college that students do have an interest in better education. This should stand as an open invitation to all students and faculty to provide *Halcyon* the chance to serve you better. Although many of you will not be here next year, the article on Security should guide future students in their drive to improve priority departments.

Also, Keith Wanke takes a good look at the question of, "The Large Lecture vs. The Small Class Room?" Lynette Berry once again handles the sports. Additional articles include Mike Copeland's view of the future of Harper, and the editor's report on the past session of the student government.

Finally, to you who will graduate, we wish you continued luck. To the rest of you, we invite you to look for our first issue of *Halcyon* next year. It will be on the stands in September. Thanks for a wonderful first year on our new campus, and have a great summer vacation.

Managing Editor



# Security-Rated X Campus Safety Department

by Robert Yadon

**Throughout the 1969-1970 school year, charges of mismanagement and unprofessionalism have been leveled against our Campus Safety Department. It is with the intent of clarifying these charges, that this study is submitted to students, faculty, and the Board of Trustees of William Rainey Harper College. This is a study done by Halcyon staff with the full and complete knowledge of Joseph Mandarino, Supervisor of Public Safety; and Robert Hughes, Building and Grounds.**

One of the first questions plaguing the minds of countless Harper students has been how long are we to put up with what some term a second rate security department? Unfortunately, in the past, our security personnel have been blamed for loose organization. However, often as not, organization problems were created by other management conditions beyond the control of Security.

In response to the numerous charges of confusion, one is likely to encounter the standard "lack-of-funds" defense. Apparently, some administrators believe that Harper students and faculty are so naive as to accept this "no money" excuse forever. The suggestion that students remain silent (until the funds somehow appear) will never replace the growing amount of personal property stolen, and the loss of college

owned equipment. Not only is the Campus Safety Department responsible for the security of this institution, its buildings and grounds; but for the personal safety of everyone on campus. Here's the question: where does Harper College place its priority?

A review of our Campus Safety Department's history will reveal that the department suggests the Comic Opera as its origin. In the beginning, an overall lack of training created little respect among either faculty or students for a department whose only function seemed to be giving out parking tickets. Internal confusion in the past has even caused some cadets to lose respect for their own jobs. In general, our Campus Safety Department in the past resembled an inefficient security force.

In addition, a lack of professionalism in the past has provoked problems throughout the department. Selection of cadets was so loose that many immature young people were hired that had no business being accepted for such a sensitive position. However, with no attempt at adequate background investigation, or mental stability testing of candidates it is a wonder that more serious things haven't happened.

It should also be noted that some of the cadets in the past have had absolutely no interest in law enforcement. They saw their job as an easy two bucks an hour. This attitude eroded into a general lack of motivation and dedication while performing their duties. Contrast this open-door acceptance policy with professional law enforcement recruiting tech-



Chief Manderino, Head of Security



niques. Cook County Sheriff's Police go so far as to insist upon a lie detector test to ensure their candidates to be of the highest caliber.

Let's look at the inside organization of our Campus Safety Department. At the present, the department consists of a total of eleven people; three full-time officers, six cadets, one secretary, and the Director of Security. It is interesting to note that few of the security personnel are yet twenty-one years of age. This is not to say that they are incompetent or immature. However, few surrounding communities would hire our officers as beginning patrolmen! Why can't security draw competent officers from the outside? The main reason is the choice of either a \$6,890 salary at Harper College, or a \$8,100 yearly salary on the outside, based on national average.

If the personnel are under paid, the equipment situation isn't much better. The purchase of hand-held communications equipment has already proven costly. At one time, only one unit out of five was in operation. Perhaps it was a mistake to look for the lowest bidder when critical safety equipment is involved. The old saying, "You get what you pay for", seems appropriate. At this time there are three dependable names in security communications, RCA, General Electric, and Motorola. Our Johnson units are cheap and are constantly breaking down. With Motorola being a major tax payer in our college district, and the leading manufacturer of security communications equipment, the choice seems

# Stretch Your Coronary



easy.

In addition, Campus Safety Department has under it's control only one full-time vehicle. Presently this one vehicle is totally inadequate for minimal safety of this campus, and especially for the unfortunate driver. In case one of our students or faculty had a heart attack in our parking lot, it would be impossible to move the victim to the respirator in Building B. The story goes that we can have an ambulance on campus in five minutes. We tried a few calls. It took twenty minutes! On top of this, not all our security personnel are trained in first aid. The moral of the story is, if you're going to have a coronary - try and stretch it out.

The broad organizational structure of this department isn't much better either. Campus Safety has been placed un-

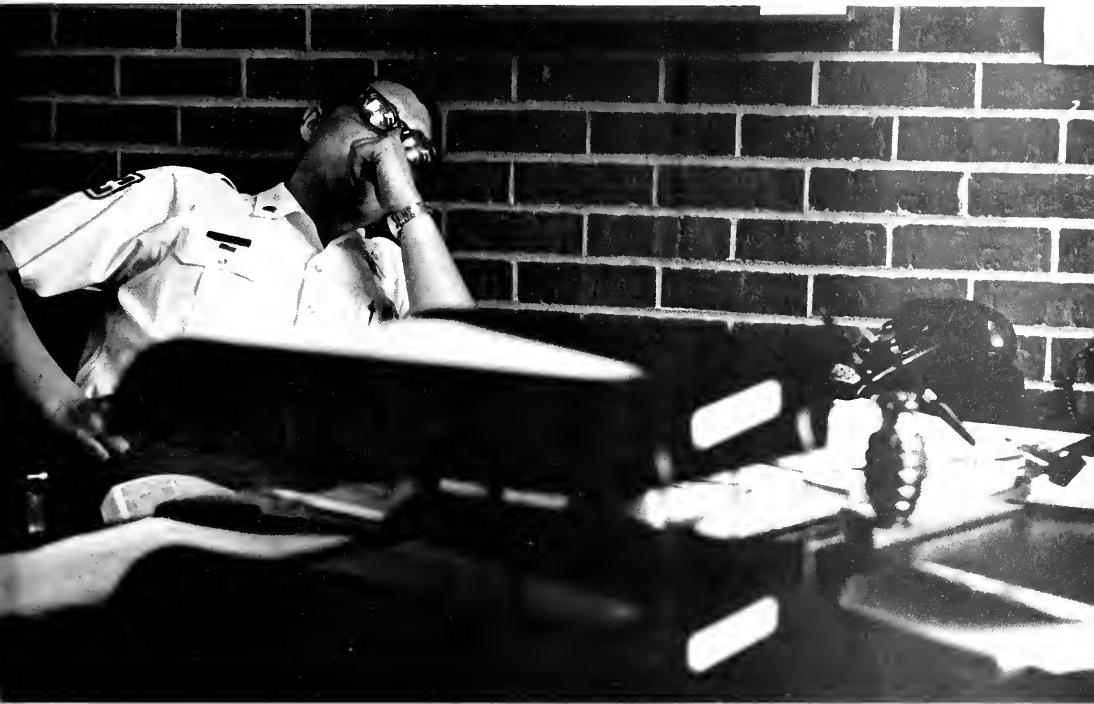
der the direction of the Building and Grounds Department. In the long run, we find this unadvisable. The present Director of Building and Grounds, Robert Hughes, is responsible for a total of five departments. One of these departments is Campus Safety. If there is to be any division between pipes, plumbing and Campus Safety, the line must be drawn. Campus Safety must fall from the direction of Building and Grounds. In agreement with this division is John W. Powell, an outstanding consultant in the university security field. Powell feels that campus safety should ideally fall under the direct supervision of the Vice President of Business Affairs. This would allow Campus Safety to operate as a separate department, matching that of Building and Grounds. Such an organization would provide Security a chance to

submit an individual budget that wouldn't be cut because of shortages in other departments up the line.

What money that has been allocated to Campus Safety in the past has proved insufficient no matter what excuse one wants to submit. Although the projected enrollment of our college was grossly in error the area of this campus, 215 acres, hasn't changed. Neither have the number of vulnerable and costly items located on the campus. In the past, there have been too many hands in the Campus Safety Budget pot.

One specific instance was the purchase of multicolored parking regulation pamphlets. Security never ordered such a costly item, nor did their immediate superior, Building and Grounds. The budget allocated a total of \$690.00 for printing and offset duplicating. However, these pamphlets cost Harper a total of \$1,546.00 or \$856.00 **over** budget. And for something that could have been done on campus at much less cost. It's true that campus printed pamphlets wouldn't have been multicolored, but since when did Campus Safety require outside help to overspend their budget? When one is handed a budget insufficient to handle the needs of his own department, and then has to sit by and watch others overspend it for him, he might question the process and those in authority.

Perhaps the most refreshing thing that happened this year was the appointment of Joseph Mandarino as Supervisor of Security. Not only is Mandarino well qualified due to his pre-



vious experience on the Chicago Police Department Juvenile Division, but he is also a past instructor here at Harper. So far, Mandarino has related quite well to students (one sure sign—fewer tickets given out already).

Not only does Mandarino understand the knotty problems facing our Campus Safety Department, but he intends to act upon them within his power. We might add that presently his power only extends as far as the office of Building and Grounds, and does not include the statutes of the state of Illinois.

In an initial interview with Mandarino, he requested that **Halcyon** extend an invitation to all students and faculty who have questions about future tickets to see him personally

in his office. Although Mandarino and **Halcyon** don't see eye to eye on all issues, he certainly seems to have started out on the right foot. Not only is he interested in your complaints about tickets, but he's concerned about his officers and cadets. For example, we were shown a form that is used to file a complaint against any member of Campus Safety that a student or faculty member feels has treated him with disrespect or has over-stepped his boundry of authority. However, it must be pointed out that Campus Safety is on campus for the protection and safety of everyone, and that respect is a give and take item.

One of the first steps taken by Mandarino was to initiate what might be called a "weed-ing-out" program. This means

that those cadets and officers who were hired previous to his appointment will be reviewed and any necessary adjustments made. The cadets' conduct, training, attitude, and usefulness are being watched very closely. Mandarino repeatedly said that he would have no qualms about relieving any officer or cadet, should he deem it necessary.

One initial observation Mandarino made was that a majority of students and faculty did not realize that his officers **do** have the power of arrest, as granted by Illinois House Bill 112. Should the occasion present itself, anyone on campus illegally, may be arrested. However, as Mandarino pointed out, this is not to be taken as a threat, just a clarification of the power the state has given

his officers to protect your property and safety. One problem that may arise now is whether the administration will allow this department to use these powers.

When asked exactly what was needed to bring Campus Safety up to minimal standards, Mandarinino said, that he needs exactly what he has requested in his new budget. We might state

here that this college's budget is a matter of public record. So, if you're interested to see how skimpy a budget this department has tried to operate under, take a peek, then lock up your valuables. Although Mandarinino's new budget request was not approved when **Halcyon** interviewed him, he did discuss some aspects of the budget.



The first in a long list of priorities was the raising of salaries to a competitive basis with the surrounding communities. A cadet who is only paid \$2.00 per hour and is required to uphold the laws of this state, county, community, and the regulations provided by the college, will likely look elsewhere after his training is complete. Salary increases are mandatory to maintain quality personnel within the department.

Also included in the new budget is a request to hire more men. Perhaps this isn't going to sit very well with the budget-makers. But if more men are not hired, the department has not gained the capacity to provide adequate protection to the students and faculty of this college. Right now there are nine men serving in the capacity of officers or cadets for Campus Safety. Although there is no written formula on how to figure the number of men needed, it is universally accepted that for every one man on duty, there should be four off duty. This is to accomodate vacations, illnesses, etc. Harper can survive with three men on a shift, so this adds up to a total of fifteen officers and cadets needed to meet minimal standards. Unless Mandarinino is provided with an adequate increase in personnel, the only ones who will suffer will be the students and faculty of this institution.

There is also a request for additional vehicles. It must have taken a lot of foresight to predict that one Cushman cart could handle the entire campus. Unless two vehicles are added for patrolling, students

## Requested: More Men, Money, and Vehicles





can look for somewhere else to park besides this college's parking lots. If they don't, there is a good chance that their car will be broken into, stolen, or plagued by the constant threat of the hit-and-run driver. One point where Mandarin and **Halcyon** differs is that we would suggest that a sedan be one of the vehicles requested. If one out of **two** new vehicles were a sedan, it could be used to transport an arrested, or for that matter, an injured person properly.

Mandarin also is in the process of providing in-service training to his cadets and officers. Such training is essential to provide our Campus Safety Department with men adequately trained and informed in the newest law enforcement techniques. One of the recent additions to his department is the micro-film unit used to trace license plates to their owners. It is through this unit that many students have been ticketed for the now old trick of scrapping off their sticker in order to park in the visitors lots.

In general, Mandarin has committed himself to improving the Campus Safety Department to an effective level. Unfortunately, **Halcyon** predicts that he is in for a battle. Up to now, other departments and items have always proceeded Campus Safety in the bid for funds. Unless the students and faculty stand up and support the Campus Safety Department and Mandarin, his budget is destined to be cut in favor of new chairs for the Board of Trustees, a few new trees, or this time it will be for stocking the lagoon with goldfish.

# SPOTLIGHT

This issue, the spotlight is shining a little recognition toward the student organizers of the April's anti-pollution teach-in.

Months ago, four Harper students, Don Fillip, Pete Pearson, Ray Sklenkar, and Chuck Thielman met and decided to form a group disjoint from any other on-campus organization. They had no attempt to inform Harper students about the ecology issue. They formulated the type program they felt would be the most effective at Harper, and found themselves for what was to be known as the "Earth Day Movement". The bulk of red-tape and money appropriations were handled by the Student Senate and Frank Borelli, Director of Student Activities.

The main ambition of the anti-pollution committee was to get the students interested in and knowledgeable about the tragic destruction of their environment.

The committee wants, and needs, active participation and support from the entire campus. Marches, demonstrations, and door to door campaigns. Community support are all part of the activities being planned for the anti-pollution teach-in.

It is time to shine the spotlight on those who have been in the shadows about the ecology issue. It is time to shine the spotlight on the students and faculty who have been silent about the ecology issue. It is time to shine the spotlight on the students and faculty who have been silent about the ecology issue.

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# SPOTLIGHT



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...our  
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...be for  
...children  
...forty. And  
...child's life  
...experts? That  
...and everyone  
...all betting our lives  
...our children, that  
...will do something  
...solution problem.

However, should you fall  
the Northwest Suburban Blues.  
Don't feel too bad, you're in good  
company. For the first time this  
year *Halcyon* would rather turn off  
her light. This darkness would fore-  
shadow the hundreds of bigtime  
industrial polluters that say, "To hell  
with the earth, we believe in destruc-  
tion in the name of progress." Should  
you find yourself within this crowd,  
you also will not fear the words and  
warnings extended by prominent  
ecologists. We now find the old say-  
ing that some people can't see past  
their own noses (due to pollution)  
very true and very tragic.

Finally, we wish to again thank  
those who took the first step to save  
our country from herself. We will  
watch and see how long these same  
our will hold out, how truly sincere  
they are. We will watch you, the stu-  
dent at Harper, and see how long  
you also can hold out. Can you af-  
ford to wait for your dying breath?

# musical chairs

## by Chris Pancratz

Hidden beyond the green felt and the noise of the games room (pool-hall) are the offices of the Harper College Student Senate (SSHC) known to most as Student Government. This is the organization that is billed as the official representative of the Harper College Student Body. Official maybe, but representative it isn't.

The SSHC 1969-1970 edition has suffered from the same malady that has afflicted its predecessors, and almost every organization on this campus and on community college campuses across the nation—the transient student body.

In the Spring of 1969 elections were held for five SSHC officers and 10 Senators. Approximately 475 votes were cast by a student body which numbered close to 3800 students. Four

officers were elected—president, vice-president, treasurer, and corresponding secretary. No one ran for recording secretary; the treasurer and the corresponding secretary ran unopposed. Nine of ten Senatorial openings were filled.

Of those people the treasurer never assumed office due to academic and disciplinary problems; the corresponding secretary left school and therefore the senate; the president resigned late in the fall for personal reasons; and of the nine Senators five are still serving; two resigned, two had academic difficulties.

In the Fall of 1969, 18 senators were elected and the office of recording and corresponding secretaries (by writings, again no one ran). Of those 18 Senators, one was elected vice-president by the Senate when Ron Raup resigned and Don Duffy became president; one had academic difficulties and was removed; three resigned; and five were removed for poor attendance at meetings.

Since the Fall twelve students have been appointed at different times to fill vacancies. Three have left the Senate—one resigned, and two were removed, again for poor attendance.

Regardless of its internal problems, the Senate has a



function. In fact, the function of the SSHC is threefold: to sponsor, coordinate, and oversee all student organizations, clubs, and student events of any nature; to provide responsible student representatives to the student-faculty committees that are established; and to recommend to the college administration and the Board of Trustees on matters which affect students.

The performance of the student government can be analyzed by gauging the extent of their fulfillment of these functions.

The past year has seen the establishment of numerous new student clubs and organizations. Clubs have been formed in academic interest areas such as Fashion Design and Marketing Management. Others, like the Flying Club are purely recreational. Whether or not the SSHC should be given any credit for the growth of club participation, remains a definite question mark. But the Senate has co-sponsored a number of varied activities with different clubs. They acted with the Human Rights Club on the Moratorium Day and Earth Day activities and assisted other clubs in their activities.

Because of our occupancy of our own facilities this year, the SSHC has been able to sponsor more social events. The Social Committee of the Senate planned and held six college mixers, a semi-formal holiday dance, a concert (Friends of Distinction), an open house program featuring touring professional folk groups, and two midday specials (The Cryan'

Shames, and Edmunds & Curley).

Other student government sponsored events included a fund raising drive for Biafra which ended a week before the war itself ended.

Possibly the most important function of the SSHC is providing student representatives to the numerous student-faculty committees. These committees offer students the most direct voice in affairs of the college since the student representatives are full voting members on these committees. The standing committees consider matters ranging from the choice of motion pictures to be shown to changes in curriculum.

The major problem the student government faces in this area is finding students willing to serve on the committees. The policy is to appoint non-Senate members to these committees, but students willing to serve are hard to find. Senators themselves are often unwilling to serve on these committees.

The Cultural Arts Committee which plans and conducts all phases of the cultural arts program should include three student members. According to the chairman there has been little student participation in the planning for next years concerts, motion pictures, displays, and speakers.

The Students Personnel Committee also provides for three student representatives. This committee handles scholarships, graduation ceremonies, and special student services. They have had no student members this year. In fact, until contacted for this information,

the chairman (a faculty member) was unaware that he was supposed to have students among the membership of his committee.

The Curriculum Committee approves new course offerings, recommends on the removal of others, and prepares the academic with two student members. Two Senators were serving. One stated that the committee met once a week in the beginning of the year but that the meetings have fallen off to the point where he hasn't heard anything for about two months. The other Senator Committee-member dropped out of school and was not replaced on the committee.

The Conduct Committee which reviews cases of student misconduct is well staffed with student members and, according to the faculty chairman, these students do their job very conscientiously. The committee is made up of five instructors and three students who meet to consider serious violations of the student conduct code.

The Traffic Appeals Committee has the best student participation of any of the student-faculty committees. In fact, this committee which hears cases involving traffic violations, has had trouble keeping faculty members.

Student representatives are also included on many special committees formed by the administration or the faculty senate. The committee which ran the March bond referendum included a student, as did the committee which planned and conducted the May 3rd



***transition-the name of the game***



dedication ceremonies. The committee that interviewed candidates for the position of Dean of Career Programs had a student representative early in the year. Ron Raup, SSHC president served there until his resignation; the senate never replaced him out of that committee.

The third and final function of the Student Senate, that of recommending to the college administration and the Board of Trustees, has been fulfilled to some extent during this past year.

The Senate recommended that better lighting be provided on the sidewalks between the buildings and the parking lots; temporary lights, affixed to trucks, were provided.

The recommendation was made that Harper add football to its athletic program. This proposal is still being considered, most likely for the 1971 season.

The SSHC asked that postal and check-cashing services be made available to the students. Personal checks up to ten dollars can now be cashed in the Bookstore. Stamps can also be purchased in the bookstore, but to date, the Post Office in Palatine has refused to place a mailbox on campus.

The Senate asked that the Building and Grounds Department provide emergency road service to students, faculty, and staff who have car problems. This proposal was battered back and forth between Campus Safety and the SSHC. It was hung on who was to pay for the equipment needed to provide such a service. And that is where it hangs.

A recommendation was forwarded to the administration asking that trash containers be provided for the college center lounge. They were provided.

The Senate also drew up the proposal for the Moratorium Day activities October 15th. In essence the proposal asked that students be allowed to attend the activities in the College Center at their own discretion and that they not be penalized by their instructors for such participation if it kept them from class. Except for the penalty clause the proposal was accepted. Business as usual prevailed.

That, then, is a summary of the activities of the Harper College Student Senate, 1969-1970 session. They have fulfilled their responsibilities to the clubs and organizations fairly well and have provided a reasonable amount of social events. The Senate's problem with many of their student-faculty committee responsibilities was the same as the problem they have faced in their internal operations—responsible people, or the lack of such. They have forwarded numerous recommendations to the administration of the college, however, it would be unfair to attribute the success of all the successful proposals to the Senate since many of them were in the works before the Senate's recommendation.

What lies ahead for the 1970-1971 Senate seems to be a repetition of history.

In the Spring of 1970 elections were held for five SSHC officers and 10 Senators. A total of 397 votes were cast by a student body which numbered

close to 4600 students. Five officers were elected—president, vice-president, treasurer, recording secretary, and corresponding secretary. (No one ran for corresponding secretary, the office was filled by a run-off between the three write-in candidates; and the vice-president, the treasurer, and the recording secretary ran unopposed). Senatorial elections were held after this writing but the trend seems to be following last years election fiasco.

The purpose of this article is not to reprimand or chastise the SSHC, for that is an organization well-founded and with valid function. But this writing is meant to remind those students who vote (and the majority who don't) and those students who run for office and are elected, that the work does not end immediately after the votes are counted. Once elected, no matter how small the voter turnout, those students have the responsibility of fulfilling, and fulfilling well, the functions of the Harper College Student Senate. The SSHC as is and as it has been very closely resembles a game of musical chairs, without the music.

**Halcyon** compliments those Senators and officers who have seen their responsibility, and (because of those who haven't) have worked twice as hard to fulfill it. But, in the same way, **Halcyon** feels that those Senators and officers of the SSHC, present and yet to come, must either realize and bear their responsibilities or continue to play the game . . . somewhere where there is music.



After long, intense, and tiring research a new and startling find has been made by *Halcyon*. It seems that out here among the student body of Harper College there is an evil demon at work, his name is Apathy. Yea, you guessed right: That's the guy who comes up behind you and says don't do it, it's a waste of time, and who cares anyway? He got to you! Huh! And that's why you're not going to read this . . .

Oh! Well, as long as you know what's making you feel that way, maybe we could work out a cure together and make the *Halcyon* staff happy.

What do you mean you don't want to be cured? Aren't you idealistic, concerned and interested in the welfare of man? How can you say and do nothing? It's easy huh, your ideal is to roll the perfect one, you're concerned about Harper's mod squad and because no one else gives a damn. It's a big enough job caring about your own welfare. Apathy has quite a hold on you doesn't he?

Yeah, I guess so, but if you're going to sit there and tell me how bad I am and how I hurt everybody you can forget it.

Well OK I won't, but did you ever want to join a club, go out for a team, work for student publications or be in the Student Senate?

I wanted to join a club, but I think some of the activities are kind of childish, maybe it's because I don't look so good, and people in clubs aren't real anyway. I wanted to join the baseball team and one day I even asked a gym teacher. He told me that I would have to see this one guy and that I had better get my hair cut before that. I didn't go. Being in the Student Senate might be fun but everybody knows

*they are just puppets for the administration and anyway I'm not good at being a two faced goodie-goodie in the ding-dong school honor section.*

How about the student publications? I mean you sound like a real sincere person and they need people who know how the students feel.

*Are you kidding whenever I got a paper back from an English teacher it looked like a red ink road map. I can't write for a publication. I just don't feel qualified or confident enough.*

Do you think there are a lot of students like yourself that would, in a small way, like to get doing something at Harper?

*Yeah, I suppose they would, but it's like, when I went to high school, there were the kids who got on the honor roll, and joined all the clubs, and were always doing stuff around the school. The teachers knew them all and always said, "Hi!" And there were kids like myself, we worked after school; we didn't get such good grades; and somehow doing things in clubs and other stuff just didn't seem like fun. I guess maybe some people fit and others just don't.*

What do you mean some fit and others don't?

*Well it's just that you don't feel comfortable around people that always get really good grades. They make you feel small by comparison and getting enough confidence to do things is hard.*

Do you think that grades have anything to do with your not getting into things at college?

*Sure that's what I've been saying all along. I guess the school has made me feel pretty bad and a lot of others, too. It's like you just want to get away from it, so I stay as*

# HIS NAME IS APATHY



the  
guy  
who  
says  
don't  
do  
it

*long as I have to, and then go. It's just not a happy place for me and well maybe if I did do something I would just be graded and told to go because they could find somebody better.*

*Do you think Harper is a bad college?*

*No, not at all, it's a nice place. I know there are places that the kids say are better, but Harper's not a bad place. I'm just happier outside the school because of my grades I guess. I mean I know it's important to go to college and to try hard and everything but I get this feeling, and, well, I just think there's no sense trying. When I'm not at Harper or my job, I work on my car. People compliment me about my car and maybe there are more important things than a pile of steel; but I learn a lot about cars, and I feel good when I work on it because I know people will say things, well, that build a person up. The only thing wrong is that I don't want to be a mechanic. I want to go to school, but I wish people would make me feel like going and trying. The way they do with the car.*

*Do you think you'll ever get those good grades?*

*I don't know. I've got this one class I like and there is a good chance for an "A". It wouldn't make me an "A" student, but it would sure feel good. I guess it would be like Harper opened up in the middle and said "I like you kid." I know when I did the homework I'd know there was a reason, like with the car, and I wouldn't mind doing the work.*

*Do you think you would get into the activities here at Harper if you got the grade?*

*Well it's only one grade and I still have to work, but I think it*

*would be easier to give it a try. I guess if somebody is good to you it's easier to be a part of what their thing is, like educational activities I guess.*

*What about the mean time, just work and the car?*

*Yeah that's about it. I'm too small to solve the world's problems and I know it might not be true, but learning here at Harper, well it's like 'we don't really need you son.' I suppose being a young person in a world that could blow up at any second, I should know exactly what things I should be doing. I just don't have the energy when it comes to school and activities. The school doesn't care about me that's the way I see it and if that makes me bad, well, I'll have to live with it.*

*Hey, are you going to your car, I'd like to look at it.*

*Yeah, do you want to smoke this on the way? Sure, yeah you feel good with what you have. I guess maybe just one would make me feel better but, this is pretty good stuff.*

*Hey look at that sunset. I guess tomorrow's going to be a nice day.*

*Take another pull on this; man there may not be a tomorrow.*

*Apathy what a ridiculous subject. Yes it is.*

*Your car really looks great.*

Hi!, Harry Flunkowski here again for *Halcyon*. This issue I intend to take an informed uninformed look at another portion of our campus—our exotic cafeteria. This tour is one of the more unusual on campus in that it's one way. After one trip to the cafeteria you usually find yourself in poverty, raked of every cent you have. This fleeing of students and faculty has caused numerous financial downfalls.

As official tour guide, I feel it is important that we all remember the motto of our Food Service Department as we travel into the unknown: Over the lips, over the gums, watch out stomach, here it comes! Please notice that while most students are in their eight o'clock classes sleeping unaware, countless Phyllis Dillers of the Betty Crocker set are swinging into action, serving breakfast, and squeezing chickens for that scrummy "wringed-out chicken noodle soup." Let me point out that the hours of operation are perhaps one of the more sensible things served the students. The doors open at seven o'clock in the morning, and close at eight P.M., or whenever the last ambulance has left, whichever comes first.

This next part of the tour consists of facts. Since two thousand to twenty-five hundred people pass through the orange doors daily, our Food Service Department must be applauded as one of the biggest bunko palaces in existence. Never in the history of this country have people paid so much, and received so little. Except of course, during income tax time every year. It might be of interest to you touring masses that in recognition of this achievement, the Food Service Department of Harper College is to receive the "Capitalist Achievement Award for 1970." This award is given to any department who under the mask of providing a service to the students of Harper College, use their captive audience to inflate the economy.

Let me introduce you to the internal organization of this department. While on the tour you've probably noticed that this department has actually allowed students to work within the regime. The students

who work in the Food Services program can be identified by their white coats and hurried pace. The white coats cover numerous scars where they were beaten for not putting the cherries artistically amid the cottage cheese. (The hurried pace usually means one of the supervisors is after them). Freshmen do various jobs like salad making, cooking and clean-up (Mostly clean-up). Sophomores dabble in the art of ordering and menu planning ( Prove it). They also cater parties and banquets held at the college (But rarely cater to students). In this way students get a total outlook on food management (Also more tips).

Oh yes, here's another little item you might be interested in. Last fall there were a dozen students working in the cafeteria. However, due to incompatible schedules, little pay, and less chance for advancement, most left. Perhaps while working within the system they saw, or smelled, something that most students didn't like. Don't be discouraged however, as part of the tour you get to smell it too.

John Januszko of Food Services states that the goal of the cafeteria is not profit, but to keep the operation on a break-even basis (Right now it's breaking the students). Although food is purchased at regular market prices, it is unfortunate that Food Services Department can't better utilize their Food Service students in order to cut costs. Since I have you people on tour, this is the best time to show you first hand how to operate a new college cafeteria.

The use of competitive prices for hamburgers and french fries is absurd. First, the quality of the product is not one bit competitive, nor is the market. When there is a captive audience there is no competition. Most of the hamburgers are baked dry before the student gets them. This comes from prolonged baking under the heat lamps. You will notice that the only big difference between the maxi-burger and mini-burger is that the maxi-burger's bun is blown full of air! If mass production is the answer, then the college best go to an automated setup. Right now this

# Harper's Cafeteria A Gastronomical Additive to Inflation

department profits by educating Food Service students, for they use them within the system. However it is the student body who really pays for the education in the end.

While giving this tour I should note that the department should be commended for keeping cokes, coffee and entrees below competitive prices. However, the constant charging for "extra" crackers with your soup is going too far. It is no secret that it costs more to fancy up that dish of cottage cheese, but unfortunately, again it is the student body who pays for it. If the college wants to teach students how to artistically design a salad, then let the college absorb the cost, not the students.

Even with all this, every tour has its brighter side. Realistically we must commend the efforts of this department for their hot meal program, for it draws few complaints. Although the price is often too high, at least you can eat the product.

For you people who are interested in figures, in an average week, 750 pounds of french fries, 200 pounds of hamburger, 40 pounds of hot dogs, and 60 to 80 gallons of chili are consumed. Since a majority of the Food Service business is in short order items, then the quality of that service *must* improve. No longer can the students be expected to pay for service that isn't provided. Since our cafeteria is self service, there is no basis for competitive prices. Wake up Food Service.

Well, that ends our informative tour of our cafeteria. If you have any complaints voice them with the Food Service Department, or take your business elsewhere. Lower prices will mean fewer tours!



# FEMALE QUEST

It was over one hundred years ago when the revolution started. Between the years 1917 and 1920 a brazen young tart, Alice Paul, founder of the National Women's Party (NWP), picketed, lobbied, heckled top politicians, built "watch fires," and obstructed traffic on Pennsylvania Avenue to further the revolution. She was a major force in President Wilson's struggle to procure the votes needed for the passage of the 19th Amendment. When it was passed the revolution did not end, for it was never intended to end there. On the contrary, that was just the beginning.

The beginning of what, you may ask. If you are not up on the Amendments, you will never understand this article. The 19th Amendment gave women the right to vote. In regard to this passage, one elderly man stated; "Ever since they gave women the right, Elsie, my wife, hasn't shut up!" That students, is the crux of the revolution. The revolution is comprised of Women's Liberation groups that have sprung up all over the country. These groups range from the very radical (end to all male-female relationships) to the more conventional way of thinking (job equality). All however, are united in one goal; the end to sex discrimination so that someday Elsie and millions of other women will have the right to say "I" and have it mean something.

You may be asking yourself, "What has this to do with me?" For many of the students at Harper this will be the last semester in school before entering the big, bad business bag. There is no exaggeration in describing it that way, as many of you already know. Boys you are going to have a rough time finding the "right" job, but it could be worse, you might be a girl.

The average girl when she completes her education seeks a job in the white collar industry. She then faces something she has heard about but never dreamed would affect her—job discrimination based on sex. For example, a male graduate is given an aptitude test—a female graduate is given a typing test; women are disqualified from many

top jobs because they don't have wives; a male bank teller earns \$5.00 to \$100.00 more than a female teller; in certain fields \$12,000.00 is the maximum salary a woman can earn, regardless of talent and experience.

Why does this happen and what is being done? The answer to "why" is obvious. It follows our socialization process. Girls traditionally have been brought up to be sweet little charmers; intelligence and talent have not been stressed as much as a woman's end goal—motherhood. On the other hand, boys are trained and expected to be physically competent, domineering, and intelligent—their end goal being that of acquiring a challenging and satisfying job. This is cutting the "why's" short but the important thing now is to seek solutions—what is being done to correct this misconception.

One of the oldest and stables of the feminine organizations NOW, the National Organization for Women, is not restricted to women, the brochure describes its members as: "... a group of men and women, dedicated to action which will change the conditions which prevent women from developing to their full potential."

Yes, something is being done. At present NOW is actively supporting the repeal of abortion laws and passage of the Equal Rights Amendment, which would alter the Constitution to provide the "equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." Members are also working toward a revision of divorce and alimony arrangements, and practice; provision of maternity rights (allowing women to take a leave of absence and return within a reasonable time after childbirth without loss of credits or seniority); expansion of child care services; and a campaign to change the mass media's portrayal of women.

If NOW doesn't answer your needs there are other organizations that might. These groups state they are working towards equality for women when in fact they are supporting feminine supremacy. WITCH (Wo-

men's International Terrorist Conspiracy from Hell) has a most bizarre goal. Their aim is to wipe out the commercial image of feminine beauty. By this they mean doing away with make-up (you will never take my chemistry set away from me!), forgetting about diets and figures (pleasant thought—it will never work), and clothing that enhances a woman's beauty. Then there is SCUM (Society for Cutting Up Men), which declares men to be biologically deficient and socially dangerous.

Finally, there are the Feminists, the most radical of all liberation groups. This organization never loses sight of the fact that the male is the oppressor and the female is the oppressed. This situation, being caused by the male-female role system, will be completely abolished; the Feminists now denounce all institutions that encourage this role playing—i.e., love, sex and marriage. The members look to a time in the future when all births will be extrauterine, the children will be raised by communal efforts, and women once and for all will cease to be the persecuted members of the race.

If the latter dogmas are just a tad hard to digest then let us, as educated and responsible beings focus in on one goal in particular—that of changing the image of the female in society.

The school environment is an excellent place to start. Girls, if you are aware of a specific expertise, develop it and let others become aware of the forte. Let's assume you possess a flair for writing or speaking, or perhaps your mathematical abilities are astounding and you plan on pursuing a career in this field; start yelling and screaming now while you are in school. Tell people "I am a great writer," or "As an accountant there is no one better." Remember girls you are a minority group and you will have to work that much harder to prove yourself in any field of challenge; school is the ideal place to begin.

It was stated before that many women are denied job opportunities because they don't have wives. What is meant by this is, many times the

excuse given to women in regards to why a man in the same position, same experience, and same background is given more money is "He is supporting a family." Don't fall for this illogical and unethical explanation! Business has never been known as an altruistic force in maintaining the family structure. People are hired according to their individual talents, not according to the size of the family (or at least they should be).

Speaking of the family, equality should not stop at the close of a business day. We are the parents of the next generation and our biggest aim should be to instill a sense of self-confidence in our children. Equality for women in effect, boils down to self confidence. If the plight of the woman today were compared to the civil rights movement, we would see similarities. What possible mode of support could a white supremacist use to substantiate his position? He is neither logical or ethical, he is however, emotional. The Negro poses a threat to the white supremacist. Why? because the white supremacist lacks self-confidence. This concept also applies to the male supremacist; the one who categorizes all females as "dumb broads".

Our generation prides itself in having utopian goals. Goals that are free of prejudice and discrimination. Granted these aims may seem far fetched and quite away from reality but as students with an education to support our stance, we should pursue them. This country was built on idealism, women like Alice Paul ranted and raved until their goals were attained. Don't let the revolution die girls, get out there and scream a little so that someday no one (not even a woman) will be a victim of discrimination.

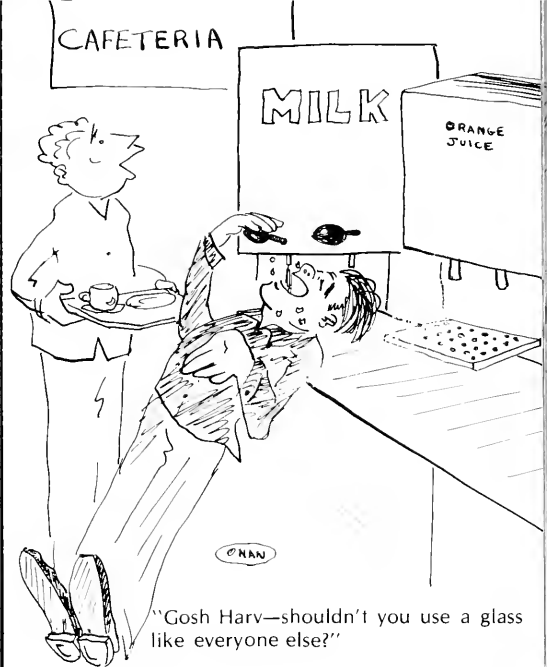
by

Eileen Burns

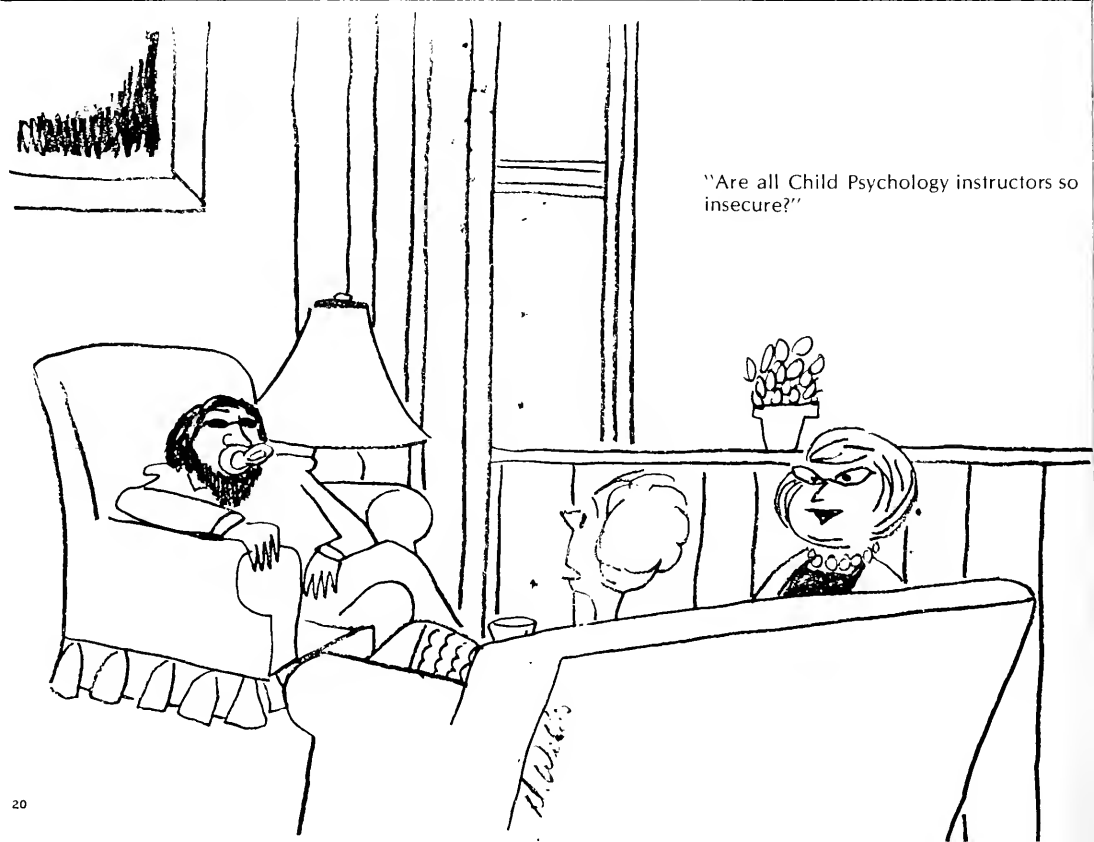




"This seems to be one of our more popular Career Programs."

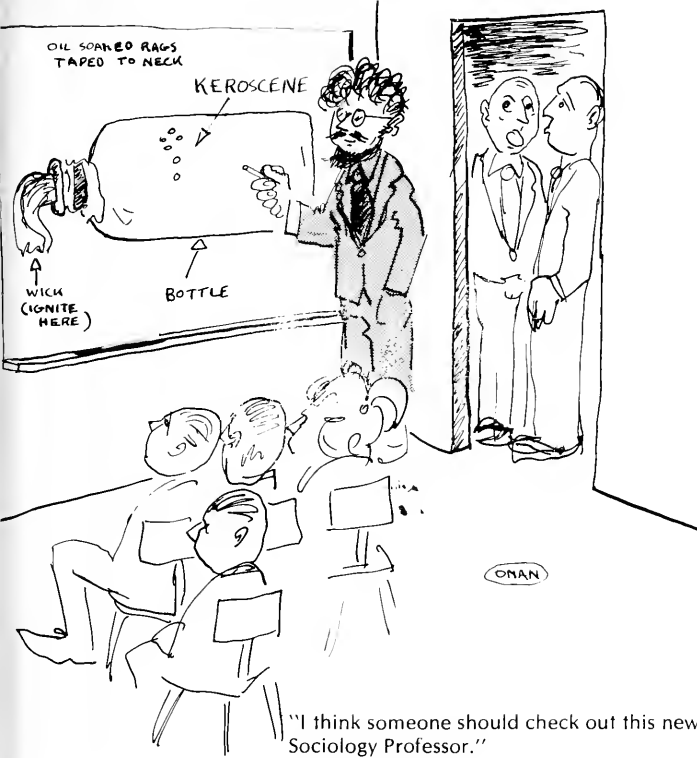


"Gosh Harv—shouldn't you use a glass like everyone else?"



"Are all Child Psychology instructors so insecure?"

**WIPE  
THAT  
SMILE!**



Gosh Harv—I think your car is interesting —  
ut I just don't know."

Lynette's Look

# a job well done



In September of 1969 Harper College entered the intercollegiate athletic wars for the second time. Since then, Harper teams, participating in seven sports, have posted an overall record of 76-wins and 31-losses. But even this record does not show the success that the intercollegiate athletic programs has had.

The teams whose seasons are now complete, posted a second and a third in conference play, a second in Region IV competition, and a 14th place finish in a National meet. Also from the Harper program came one National Champ-All-American and one near miss All-American.

*Cross-country* held a dual meet record of 11-wins, 2-losses; took second place in the conference; and second place in the Region IV meet. Jim McNider placed 21st in the National meet, one second behind the twentieth man named All-American.

The Harper Golf Squad came in with an undefeated dual meet season, 20-0. The team went on to take third place in the conference meet.

*Basketball*, the only team with a losing record, went 7-18 for the season, setting Harper College for the number of basketball games won in a season.

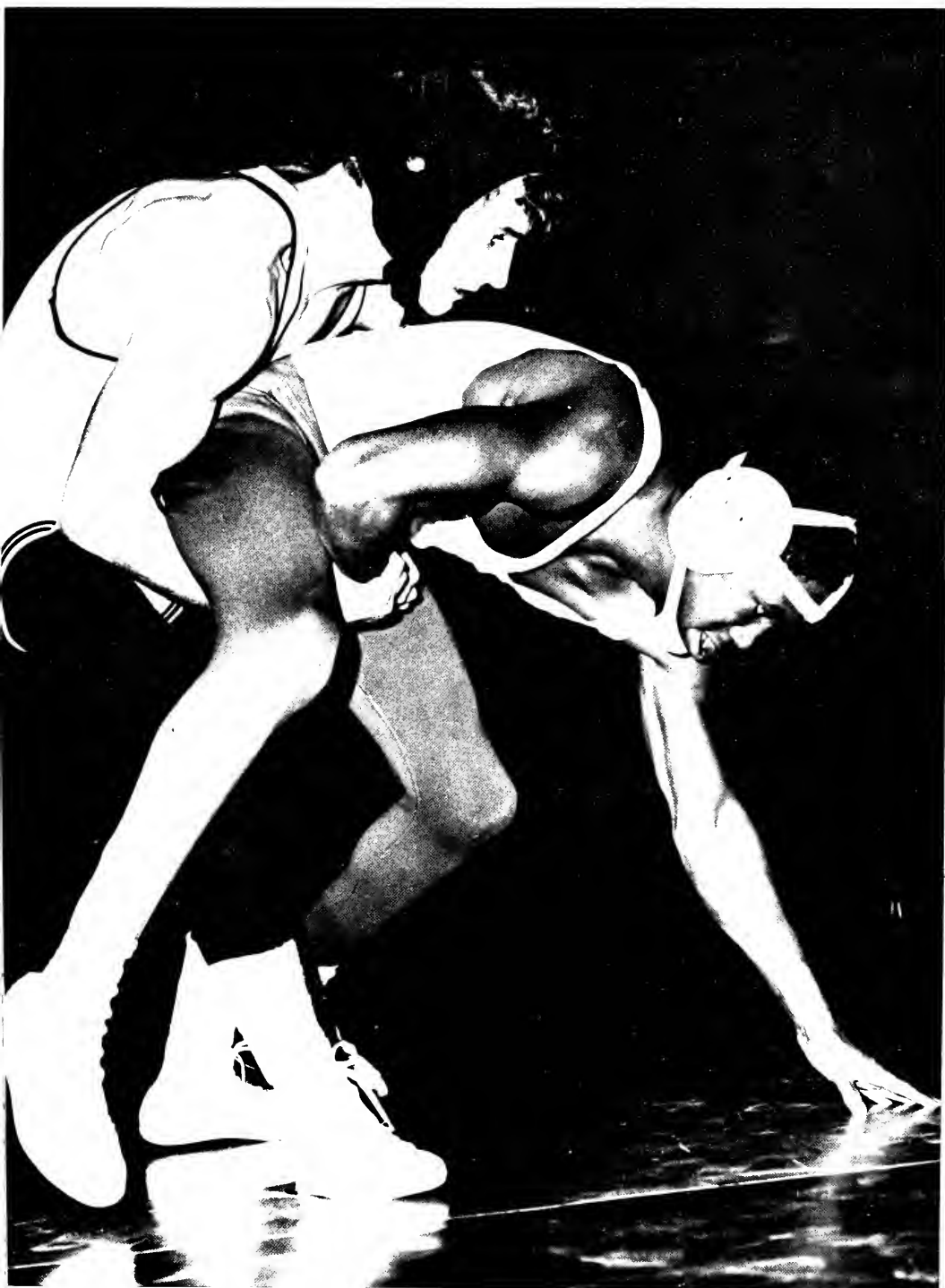
On the *wrestling* mats Harper won 18 dual meets while losing only 6, placed 14th in the Nationals, and added Tom Nuesus' name to the list of All-Americans.

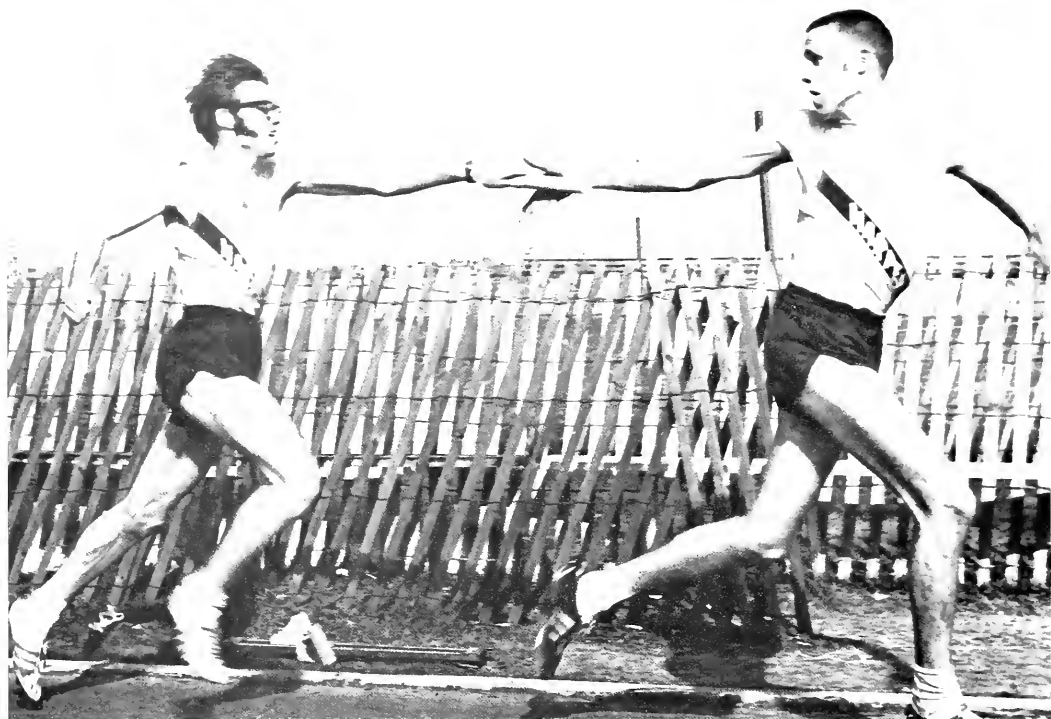
As of this writing, the *Track and Field* team has posted a 10-1 dual record, losing only to the college of DuPage, a perennial power. The *tennis* team, which has never lost a dual meet to a two-year college, is 7-1 in dual competition. The one loss came at the hands of Eastern Illinois University. And, the *baseball* entry holds a record of ten wins and three losses.

It has been a successful season for all concerned, even though most of Harper's continued to use rented facilities for practice and home competition. Our congratulations to the coaches and especially to the athletes.

SEE THE SEPTEMBER ISSUE OF *HALCYON* FOR FULL REPORTS ON THE 1970 SPRING SPORTS SEASON.













by O. Keith Wanke

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FLOP

There is a place at Harper College where topics ranging from premarital sex to analytical geometry are discussed frankly and without restraint. At this place a large number of people, sometimes as many as 300, gather for supposed class lectures. These places that I speak of are the large and medium lecture halls in Ebuilding which were designed for many of the basic 101 social science courses.

Community Colleges such as Harper were established with the intention of removing pressures of overcrowding from the four year state colleges and universities. Many students and educators have complained that the four year colleges have almost completely wiped the individual from the educational scene. At the state colleges, classes with enrollments exceeding 200 or 300 are very common. For this reason one of the most basic concepts of the community college is to create a closer and more personal relationship between student and professor. Many students first attended a community college in an attempt to prepare themselves for a four year institution. Others hoped that their individuality would be better preserved if they attended a college such as Harper.

A false belief that many people have is that students who transfer to Harper from a four year college did so because they flunked out. The truth, however, is quite the opposite. The vast majority of transfer students came into Harper in good academic standing. Many of these transfer students came to Harper because they were terribly disappointed with the large state colleges. They wanted more personal relationships with their professors. The cliché of being just a computer number at a large college is old, yet for these transfer students it proved to be all too real.

You can imagine the shock to many of these students who came to Harper when they found themselves once again

in large lecture classes where they have little or no personal contact with their professors.

How, then, do Harper students view large group lectures? This was the topic for a survey paper prepared by Michael Ostrowski, assistant professor of psychology at Harper College. Ostrowski constructed the survey because he believed that many students were unsatisfied with the atmosphere of the lecture halls and the classes conducted within them.

The questionnaire that was distributed to introductory psychology classes, each with 300 students, consisted of 20 questions. Nineteen of the 20 questions were forced choices requiring a yes/no/at times answer.

The twentieth question was an open-ended question that allowed students to write any additional comments which they had concerning the large lectures.

Some interesting questions and responses from Ostrowski's survey are as follows:

**Do you find the environment disturbing in the large lecture hall, making concentration difficult? 211 yes/ 255 no/ 146 at times.**

In this question there is almost a 50/50 split in the number of students who thought that the large lectures were conducive to concentration. Apparently, those who were in the mid-section of the lecture hall found concentration somewhat easier than those located in the rear of the hall. One explanation of this is that those in front of the hall engage in less conversation than those in the

rear of the hall.

**Can you contribute your ideas in the large lecture? 67 yes/ 466 no/ 79 at times.**

Evidently an overwhelming majority of students feel that they cannot contribute any of their ideas in the large lecture hall. We all know how difficult it is for many people to speak their mind when in a small class; when put in with 300 other people this task becomes nearly impossible.

**Do you find yourself personally involved with your instructor in the large lecture hall? 41 yes/ 436 no/ 135 at times.**

A majority of students feel that they have no personal involvement with their instructor in the large lecture halls. In such a situation there are just too many people to allow you to feel that you are recognized as an individual.

**Do you favor large lecture over small (125 or 30 students) in a self-contained class? 164 yes/ 344 no/ 104 at times.**

Here again one can see that a majority of students prefer small self-contained classes to the large lecture classes.

From the results of Ostrowski's survey one can see that many students are dissatisfied with the large lecture classes.

Many of the first semester Introduction to Psychology classes proved to be a farce on the educational system. Once students found out that they could pass examinations by studying the chapter tests in the psychology workbooks, they had no second thoughts about ditching a lecture.

If you knew someone who you thought might do better than yourself on an examina-

# LARGE LECTURES

VS.

The Small Confined Classes





tion, all you had to do was to give that person your student I.D. number for the computer test blank. The idea that an instructor might recognize your replacement did not deter many students from attempting such a scheme.

Another innovative flop in the large lecture system was the discussion sections which when originally planned were to be small classes in which students might not have the same instructor for discussion sections as they did for the large lectures. Because of this, discussion sections would often just discuss the same material as had the instructor during the large lectures.

As the semester dragged on, fewer and fewer students attended the lectures and discussion sections. Some stopped going entirely, showing up only for examinations.

What brought about this rejection of the lecture system by many students? The only answer is a multi-cause explanation. The following are some actual complaints registered by students in regard to the large lecture system:

"I found that if I could not understand something in the large lecture I would tend to forget about it by the time I got to discussion."

"The large lecture hall tended to be extremely noisy and it was very difficult to concentrate."

"It was possible to get a C grade without ever coming to any lecture at all."

"Because of the extremely large size it was difficult for the instructors to maintain control over the noise or the in-

terest level."

"I found the large lecture very ineffective, a lousy place to learn."

"In the exceptionally large lectures I had the feeling of being lost in a crowd. I like to have the kind of feeling that I am not just a number."

"A big problem that all of the instructors have to solve is how to maintain order and discipline in a lecture hall and keep out those individuals who wish to discuss personal dating, habits, etc."

"One of the reasons I left a large university was because of the large lecture halls and I came to Harper for small classes and was very disappointed."

"Without forced attendance there was really no incentive to attend the class."

"Some grade should be given for attendance in the large lecture and quiz sections."

"I myself found that I needed the motivation supplied by in-class student-teacher relationship."

"The anonymity of the large lecture seems to alienate many people. There was no feeling that the class was a personal experience."

"Because the large lectures are so impersonal I can never become involved with the instructor."

"There must be a way to stop the amount of cheating going on—it is a well known fact that cheating is prominent."

"Psychology and Sociology are very personal intimate type subjects that should be taught on a very small group basis."

"Not being able to comment on a teacher's ideas restricts

learning."

"It was kind of a sterile method of being taught -I felt like I was some kind of machine."

"I felt the concept of a large lecture was not only in discord with the philosophy of Harper in the community college movement, but often removed the student from being a personal individual."

The proceeding opinions may in fact offer some explanation for the general dissatisfaction among students concerning the large lectures.

Ideas and opinions for ways in which to improve the large lecture were also expressed in the survey. Some of these ideas are as follows:

"Instructors must definitely keep people quiet in the lecture halls."

"The instructor should create the kind of atmosphere in the large lecture that keeps the students from being afraid to ask questions or from worrying about being embarrassed."

"An improved P.A. system is needed."

"Quiet must be maintained in the large lecture hall even to the point of asking those students who continue to talk to leave."

"I think attendance would be improved if the exams contained some particular material covered in the lecture hall that was not in the textbook or workbooks."

Many changes have occurred in the large lectures since Ostrowski's survey was taken during the Fall semester of 1969, and many more changes are in store for the near future.

Larry King, chairman of the Social Science division, realized



the need for improvement and began to make some changes in the large lectures during the Spring 1970 semester.

Whenever it is possible to do so, attempts will be made to reduce the number of students in the large lectures. It is also possible that in the near future many of the lectures will be limited to 150 students instead of the present 300. However if smaller lectures are to be established, then an additional number of instructors must be hired to carry the increased load in classes. With the recent defeat of the college bond referendum the funds for hiring additional instructors are not available yet if the standards of education at Harper are to continually improve, the funds must be made available.

In a class of 300 students there may be only 15 or 20 real "goof-offs" yet when 300 students are present it becomes very difficult to separate these "goof-offs" from the mass. When a lecture consists of 150 students there may still be 10 "goof-offs" but because of the decrease in students, the "goof-offs" can be separated and order may be maintained with less difficulty. The fewer the number in a class or lecture, hopefully the more individual attention the students will be able to receive. Such attention must be continually strived for if Harper is to fulfill the true philosophy of the community college.

Another change which has already taken place is the new policy regarding the type of exams given. Before the change standard departmental exams were being used by all the in-

structors. This meant that each instructor would have to cover certain amounts of material before the exam, even if students were confused with what was being taught. With the new policy the departmental exams have been done away with, and each instructor will now conduct his classes at the speed with which he feels that the students can handle. This will undoubtedly encourage a greater number of students to become more involved with the class, since a more meaningful and detailed explanation of the material covered will now be possible.

Many instructors have incorporated the idea of including on the exam, questions on material which was covered in the lecture. Before this change, some classes such as Introduction to Psychology had questions from only the text and workbook included in their exams. For this reason alone many students felt it unnecessary to attend the lecture. Now that a substantial number of exam questions will be taken from the lecture, attendance is expected to increase.

Another problem which is slated for change is the inconsistency which exists between instructors of the large lectures and those of discussion sections. This problem arose when all the lectures for a particular course were listed, then separately all the discussion classes were listed on the course sheet. Because of this method, a random selection of discussion sections. This problem arose when all the lectures for a particular course were listed, then separately all the discussion classes

were listed on the course sheet. Because of this method, a random selection of discussion sections was made and chances are that students did not receive the same instructor for both their large lecture and discussion section. This meant that an even greater gap of confusion was formed between the student and the instructor.

Beginning next semester all the classes taught by a particular instructor as well as all of his discussion sections will be listed together. This means that each student will have the same instructor for both lecture and discussion sections.

For the most part the large lecture system as introduced in the Fall semester of 1969, was in the large lectures have already been made, and hopefully theirs will become a functional part of the community college educational system.



# Paradise in the keys (Piano)

by Joyce Eisen



Though it is known to only a choice few, the east end of the cafeteria shields from all civilization the existence of the Music Department of Harper College. Here in this semi-soaked corner of the world the Harper College Band, Orchestra, Jazz Band, Choir, and Brass Quintet practice, and study music to insure quality and excellence in concert performances.

Until the recent concert given in the college center, few people realized that a music department existed. After the concert, students and faculty alike realized the fine musicians Harper keeps tucked away in its Music Department, and that there are hard-working music students with real talent. Several teachers and office personnel were kind, and thoughtful enough to show their interest and approval by sending Joe Bob Tillotson, one of Harper's Music Directors, letters of congratulations.

Students who major in music are exceptionally dedicated students and often go outside of school playing jobs as professionals. One trumpet player receives 35 dollars for one performance, and Harper's Brass Quintet has played at the Holiday Inn on Algonquin Road as professional musicians. Those are just a few of the student members of our Music Department, who have represented Harper College in the surrounding communities. Harper's Brass Quintet has only been in existence for one and one-half semesters, yet they are proficient enough to represent this college, which proves that, our Music students are anything but rinky-dink.

The Music Directors should not go unnoticed either. Tillotson, director of the concert band, Jazz Band, Or



chestra, and Brass Quintet has qualifications such as a Bachelor of Fine Arts and a Masters in Music from the University of New Mexico, and a Ph.D., from Northwestern University. Regardless of what some students have to say about Harper ensembles, because of Tillotson and Jerry Davidson, Harper's Music Department is first rate.

Davidson, director of the Choir, Music History instructor, and theory instructor (where music students learn what it's all about) has a Bachelor of Music, from the University of Arkansas, and a Masters in Music from Union Theological Seminary.

Both instructors rank high in the music field and work hard to insure quality in concerts. The quality of our instructors gives Harper a Music Department worth being proud of. It is also due to their hard work that Harper has a Music Department as well equipped as ours is.

The Music Department has the best equipment money can buy. They have recently invested in two grand pianos, tympany of the finest quality,

and twenty-four electronic pianos. The electronic pianos are used in an accredited course in piano instruction, particularly for Music majors. Next year, the Music Department will invest in a Moog Synthesizer, to help teach music theory. It is by far, a very well equipped department, regardless of what some poor mis-informed students may believe.

This campus is not even a year old, yet it has left its mark on the communities surrounding it. The Music Department of our college has left the community with only good impressions of our students and the college, which is something we should all be proud of.

The Music Department, like all departments, has its share of problems. The most obvious problem is the frequent flooding. Whenever a cloud appears in the sky, water appears in the band room, the practice rooms, and various other places. The electronic piano class gets its share of water. (A big incentive to students to play the right notes in class) It is a problem that was at

first taken rather lightly by the students, but is now one which has caused moss to grow on our hall-lowed walls, a rather unsightly scene.

In spite of this problem, and many others, Harper's Music Department is still something to be proud of, because of fine instructors and the quality of the student musicians.

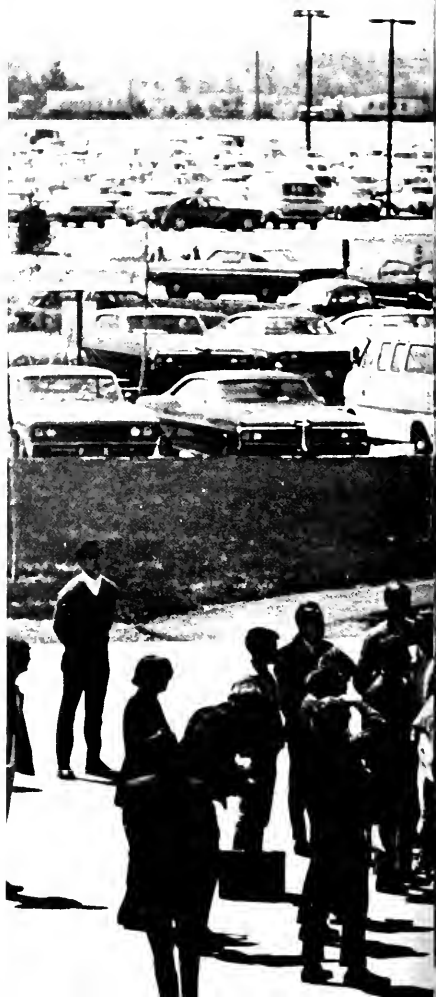
Eventually the music department will have its own building, (minus water falls and swimming pools), and what is now the Music Department will become another reason for students to cut classes—a bowling alley.

For those who think that Harper's Music Department is second rate, all this writer can say is that their knowledge of Harper College, its excellent equipment and staff, is second rate.

As of now, the only prerequisite to Harpers many music courses is strong interest and 'real' talent. As of yet swimming ability is not a requirement, but on occasion hip boots (of only the latest fashion) are a necessity, but there is always a percussion player on hand, well trained in the art of life-saving.

















Whenever your thoughts dwell on what will happen tomorrow, the realization comes, that whatever will be, will be. First the thoughts are pleasant, and slowly, the excitement of those wonderful images fades, only to reveal a cold reality, and a very unsure future.

So it is with Harper. There are those withering images of new buildings, expanding course offerings, greater service capacities, and all of this with creative, innovative, and experimental learning techniques. There is also the memory of a bond issue that was defeated, two to one. Yes, what will be, will be. Yet those of us that are young; and less cynical (or maybe less realistic) see a great future for Harper.

Harper is destined to become much more of a community servant than it is today. Why? The answer is simple. Learning is good, and many more individuals from the various communities surrounding Harper will be attending the college. An increase is inevitable. And those students will be diverse in age, occupation, and interest. In short, Harper is going to teach a wider variety of students.

And those students will be taught a wider variety of courses. This expansion is more than just an aim. The community will not support something that it cannot benefit from. The practical business man wants a practical course. The student of economic theory may want something else; but the community will be served. Not that the student will not be served. There will just be more diversity in the course offerings.

The idea that anyone can go to college if he works hard is nothing new. The actual opportunity is. Harper will prove to be a valuable asset to the surrounding communities. There are many reasons for the existence of a community college. The most important reason is that the community college provides any individual the opportunity to attend college, inexpensively and conveniently. It may take years of adjusting for some students: a course here and a course there. But one day the community will feel a sense of accomplishment gained from this improved educational system.

Harper will be the friendly Northwest giant; those students that made Harper their first chance may become much more. The college is sure to have many former student back to speak, as respected members of their professions. And it will not be the college that gets the credit. Formally, yes, but in reality, the entire community that first gave that student a chance for higher education will reap the benefits.

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At present Harper is, "brick-wise," about half finished. The student enrollment is expected to grow from the present 4600 to between fifteen and twenty thousand during the next fifteen years. This makes the need for larger and better facilities imperative.

Harper now serves its community by offering career training in such fields as fire fighting, police science, dental hygiene, and nursing. These programs are certain to expand, and others will be added.

There is a challenge, though. The product of education builds its reputation slowly. A college must always expand itself, trying to find that better way. The problem is simple; the college cannot innovate and be creative if it is without money and has to scrape to pay instructors and janitors alike. Because of this the Board of Trustees is just too insecure. They are afraid of losing the teetering support they now have.

This leads to the destructive end. In the long run, the product will not have liked the factory, and thus, will not add building support.

It is often said that a dog resembles its master. Although it may not be quite appropriate to compare Harper to a dog, the community college is fed by the community, and the college serves the community. Thus the community is the master and the college the dog. Just how will Harper's master fashion his dog?

This master has a beautiful, as well as a practical side: contrast a large, sunken, and carpet surrounded fireplace, trees planted in concrete, and \$400

chairs, with the bare cement block of the classroom. The future is to be similar; a touch of extravagance and the evidence of a frugal mind blending to make an artist's nightmare and a suburbanite's dream palace.

The fireplace in the living room (college center), with the (snack) bar against the wall, the lake out back, and the work shed (power plant) to the side. Add to this a recreation room (pool hall) right next to the den or office (administrative offices), and the dog is going to be the spitting image of his hard working and hard playing master.

Look to yourself. What are the settings of your ideal home. The college is sure to reflect them in the buildings and landscape that surrounds it.

The library will grow and the students will file through the doors; and fish may or may not swim in the lagoon. The community that has spurned its most valuable possession will slowly turn back with pride in what their dollars have built, although they did not want to spend those dollars at first.

A place to learn, a chance to try—not for someone else, but for you; and the place is close-by. It is there now, it is getting better.



## HALCYON

YOUR STUDENT MAGAZINE

As a community college, Harper suffers from many types of inadequacies. To date, the most crippling of these has been the tremendous and constant turnover in the student body.

*Halcyon*, like all other student organizations, has suffered with this constant ebb and flow. The staff has few "seasoned veterans" who know all the ropes of publication. It seems that whenever a staffer begins to show proficiency at a particular task, he or she transfers to another college, becomes pregnant and/or gets married, is drafted, put in jail, journeys to Canada, or joins the business establishment.

As Harper grows, so will *Halcyon*. Four issues are planned for next year. With the added edition the amount of work also increases.

*Halcyon* needs you and your talents. If you are afraid that you have no talent in this area we will teach you. You can help make *Halcyon* a more effective student magazine. So, if you are returning to Harper next Fall, see one of the Editors now. The door is open.

